CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In this section, the researcher focuses on the elaboration of literature related to the topic. It covers Phonological Errors, Extensive Listening, and Learning strategies in the extensive listening course.

2.1.1 Phonological Error

Phonological errors of EFL students refer to the mistakes made by English as a Foreign Language (EFL) learners when producing speech sounds which usually occur due to ignorance. The study of phonology examines the structure and use of sounds in language. According to Hawkins (2018), Phonology is described as the study of sound patterns in language. But rather than the actual physical articulation of speech sounds, it relates to the abstract and conceptual components of language. Crystal (2008) cited by Visonil and Marlina (2020) states that phonology is mainly concerned with those patterns which if written can show the types of phonetic relationships. Moreover, it deals with the occurrence of some sounds, which linguists call a phonological environment. Therefore, phonology demonstrates those different patterning rules and how sounds are put together.

These phonological errors can be influenced by the learners' first language, leading to interlingual interference. Learning and mastering a foreign language for those who learn the language in a different setting is not an easy task to be done. In line with Sumonsriworakun & Pongpairoj, (2017), in the case of English as a foreign language, the use of verbs, prepositions, and word classes, for instance, is hardly understood by second-language learners from various first-language backgrounds. The errors can be categorized into errors in vowels, consonants, and diphthongs. Based on these, there are several distinctions between English sounds and Indonesian. In addition,

lecturers should ask the students to repeat and drill it several times so they know the difference between vowels, consonants, and diphthongs (Habibi et al., 2019). Understanding and categorizing these errors accurately is crucial for effective pronunciation instruction and language learning. Several research studies have been conducted to investigate the common pronunciation errors committed by EFL learners, including studies on the errors made by EFL fourth-level learners, errors in oral production, and errors in speech performance. These studies provide valuable insights into the phonological errors made by EFL students, contributing to the understanding of common pronunciation challenges and the factors influencing these errors.

There are two types of language transfer: positive transfer is a transfer that makes learning easier and may occur when both the native language and the target language have the same form (Hartinah, et al., 2019). Negative transfer, also known as interference, is the use of a native language pattern or rule that leads to an error or inappropriate form in the target language (Richards & Richard, 2010). Research by Derwing and Munro (2005) emphasizes the importance of accurate phonological analysis and error categorization. Their work identifies common phonological errors, including segmental and suprasegmental features, and classifies them into substitution, deletion, addition, and distortion errors. This approach provides a foundation for understanding the specific areas where learners struggle in phonological production. These errors are often influenced by the phonological system of the learner's native language, leading to difficulties in accurately producing English sounds, stress patterns, and intonation. According to Nunan (2001) cited in the Journal of Education and Social Studies (2023) When there are different LI and L2 sound systems, many mistakes and mistakes are made by new learners due to the phenomenon of transferring their L1 sound system to the target language. Addressing these errors typically involves targeted practice, explicit instruction, and

raising learners' awareness of the differences between their native language and English phonology.

2.1.2 Causative Factors

In common usage, causality is also the relation between a set of factors (causes) and a phenomenon (the effect). A direct factor is a factor that affects an effect directly, that is, without any intervening factors. Intervening factors are sometimes called "intermediate factors". The connection between a cause(s) and an effect in this way can also be referred to as a causal nexus. Causative factors in linguistics refer to the underlying reasons or influences that contribute to linguistic phenomena, changes, or variations. Linguists study these factors to understand the forces that shape language structure, usage, and evolution. Various linguistic subfields, such as sociolinguistics, historical linguistics, psycholinguistics, and others, investigate different types of causal factors. These mispronunciation phenomena were caused by some factors based on their background. The factors were; the mother tongue interference (native language), the differences between Indonesian and English sound systems (phonetic ability), the educational background, and the environmental background (amount of exposure). According to Sagala et al., 2019) If the learner knows the target language's usage but fails to use it and still uses the source language (interference).

Factors influencing English phonological errors were started from the information of EFL learners' background related to their education background, learning experience, and language acquisition. They were born and grew up in Indonesia, in some places where Indonesian and mother tongues are their languages. The EFL learners spent their studies in Indonesia. They attended public primary schools and high schools. Then, the educators as the ones to transfer the knowledge to the EFL learners gave the courses as well as the textbooks given (Kieffer & Lesaux, 2012). The EFL learners were informed that English

was not a subject to be concerned. As English is not targeted as a habit, makes EFL learners get problem in learning English (Nagy, Berninger, & Abbott, 2008).

The sources of errors (Brown, 2007) are "Interlingual Transfer and Intralingual Transfer". It is supported by Thomas (2011) and Zinsser (2013) in which errors can be caused by "absence of knowledge, less practice, and forgetting". Subandowo (2017) stated that there are factors influencing while sounding English vowels and consonants such as, mother tongue, the concept of interference, mother tongue interference, concept of pronunciation, English language learning, and speaking ability.

a. Mother tongue interference (native language) Besides Indonesian, the EFL learners used the mother tongue when they communicated at home or with their same ethnic friends. Thus, it influenced their pronunciation when they spoke a second or third language.

b. Sound system differences of Indonesian and English (phonetic ability) Indonesian has 24 consonants and 6 vowels meanwhile English has 24 consonants and 12 vowels, 8 diphthongs, and 5 triphthongs. The speech organs of Indonesians are not prepared to articulate such unfamiliar of Englis sound systems.

c. Educational background The EFL learners spent most of their study in Indonesia. They studied mostly in public primary school in their hometowns where English was not learned. They spent their high schools also in their hometown in public junior and senior high schools. They learned English in high schools once a week for two hours. Thus, English was not learned primarily.

d. Environmental background (amount of exposure) The EFL learners have lived in their hometown for more than 15 years. Indonesian and vernaculars were used to communicate among them. It made them have vernacular accented stress. Besides, their environment

did not support the use of foreign language or English. It definitely influenced them to pronounce foreign languages or English.

2.1.3 EFL (English as A Foreign Language) University Students

EFL is regarded as English as a Foreign Language. EFL is English which is taught to students in a foreign, non-English speaking country. Yoko Iwai (2011) defined EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). EFL is mainly used by non-native English learners, such as Indonesian learners of English in Indonesia. The learners of EFL are those for whom English is not the first language or the official language of the country, such as China, Japan, South Korea, and Indonesia. English as a Foreign Language (EFL) learning, particularly in the university context, is a critical domain given the global prominence of the English language. This literature review aims to summarize and analyze studies focusing on various aspects of EFL university students, including their language acquisition, challenges, strategies, and outcomes.

EFL learners often learn and practice the target language exclusively in the classroom. Students who are studying English in the English Education Department are also considered as EFL learners. According to Lertola & Mariotti (2017) those who want to learn English as a foreign language but use another language as their first or native tongue are referred to as EFL. EFL university students are individuals enrolled in a university or higher education institution where the primary language of instruction is not English. These students come from diverse linguistic backgrounds, and English is learned as a foreign language within the academic setting. EFL university students engage in language learning activities to develop their proficiency in English, with a focus on academic and professional communication skills.

2.2 Studies of Relevant Research

Looking back years ago, several studies have been carried out regarding this matter. A study related to this research was conducted by Astuty (2022) which contains "Phonological Interferences in The English of Buginese Students" which explores phonological errors focusing on the problem of phonological interference, which is the main contributor to errors in the pronunciation of English as a foreign language, which is still a problem in English language teaching, especially in the areas of pronunciation and phonology. Therefore, it is important to see how the mother tongue influences how English sounds are produced by EFL students. This research reveals the phonological errors made by Bugis students when pronouncing English sounds. Researchers tested students' English consonant pronunciation to collect information from 10 second-semester students from various Bugis regions who participated in this research at Makassar State University about students' phonological interference. The test recordings are then translated and checked considering students' pronunciation errors. As a result, eight consonants were mispronounced by Bugis students, namely the consonants /f/, /v/, /θ/, /z/, /ʃ/, /ʒ/, /dʒ/, and /ð/. Bugis students produce sounds that are most similar to the Bugis language to pronounce these eight consonants.

Additionally, Smith, A. (2018). Phonological error patterns in English pronunciation by EFL university students: A case study. Language Learning Journal, 46(4), 444-459. Smith's case study investigates phonological error patterns in the English pronunciation of EFL university students. The study uses a case study approach to identify common phonological errors, highlighting the influence of participants' native language on these errors. Smith's research underscores the necessity of tailored instructional strategies based on a comprehensive understanding of phonological error patterns in the context of EFL education.

Another previous study, Visoni1 and Marlina's (2020) study aimed to examine commonly mispronounced vowel sounds. This study investigated the pronunciation error of speech performance to get more naturalistic pronunciation as its data. The source of data of this study was six speech

recordings delivered by students' English activities in speaking classes in the English Department (Universitas Negeri Padang). The recordings were analyzed to obtain pronunciation errors from the speeches. After it was done, the errors were measured and interpreted. The result of this study revealed [æ], [i:], [ə], [əʊ], and [eɪ] were frequently made errors. These sounds were substituted by several sounds. Therefore, it is suggested that these specific errors should be taken into consideration when teaching English to L1 Indonesian EFL students.